



## Lamar University – M.Ed. in Educational Technology Leadership

### Reflections of Course-based Embedded Assignments

**Directions:** In submitting your Course-based Embedded Assignment located in Appendix I of the Internship Handbook, you are required to complete a reflection of the identified assignments in your course wiki/e-portfolio. These reflections will be used to assist you in completing your EDLD 5388/5370 (\*Please note that course number changes in Fall 2010\*) Internship comprehensive exam final report. Students should use and cite their textbook references as well as two additional references when writing each reflection. The reflection must consist of statements regarding the knowledge you gained from the assignment and how the assignment helped you master the Technology Facilitator Standard(s) /Indicator(s).

Course Number:	Course Name:	Course-based Embedded Hours (see Appendix I)
<b>EDLD 5364</b>	<b>Teaching with Technology</b>	<b>A. – 12 hrs.</b>  <b>Total: 12 hrs.</b>

Description of the Assignment/Performance Tasks (see Appendix I)	A. As campus professional development activity, create a wiki-based study group with 8 teachers leading and support teachers who analyze data related to student learning , create a lesson using Universal Design for Learning at the CAST Lesson Building at <a href="http://lessonbuilder.cast.org/">http://lessonbuilder.cast.org/</a> , create a sample electronic book to share with your learning team members. Lastly, add a team reflection to your Google site about the process of creating an electronic book.
<p>Note: Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of 3 references.</p> <p><b>Self –Assessment</b></p> <ol style="list-style-type: none"><li>1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the assignment. (3 Points)</li><li>2. Critically reflect upon the relationship between any new information you gained from the assignment with old information you previously held to be true. (2 Points)</li><li>3. How did the relationship between the old</li></ol>	<p><b>Reflections for EDLD 5364 Course-Embedded Assignments</b></p> <p>This course was a real learning experience for me due to several activities and due to the fact that I am not currently a teacher. From the first week of this course until today (the final day) it has created one learning experience after another. We began the course by selecting team mates using the discussion board and the webinar meetings. Fortunately, three of us had previously worked in a group together and we picked up two that were looking for a group. After forming our group we began corresponding via email and Skype meetings. My experience with Skype was new as I learned how to participate in a web call with a camera and microphone. This experience was invaluable and was a great tool for future meetings. Skype (<a href="http://www.skype.com">www.skype.com</a>) which is owned by eBay, reports that it has 113 million users around the world (Solomon &amp; Schrum, 2007).</p>

<p>and new information you learned affect your personal experience with the assignment? (2 Points)</p> <p><b>Learn as a Learner</b></p> <ol style="list-style-type: none"> <li>1. Critically reflect (see note above; not just recitation of facts) upon your approach and strategies used in completing the assignment. (3 Points)</li> <li>2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the assignment(s). (2 Points)</li> <li>3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance? (2 Points)</li> </ol> <p><b>Lifelong Learning Skills</b></p> <ol style="list-style-type: none"> <li>1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning. (3 Points)</li> <li>2. How will your past interactions and collaborations with colleagues impact your future learning experiences? (2 Points)</li> <li>3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation? (2 Points)</li> </ol> <p><b>Additional Criteria</b></p> <ol style="list-style-type: none"> <li>1. Content posted to e-Portfolio wiki/blog/Google site (1 Point)</li> <li>2. Mechanics (1 Point)</li> <li>3. APA Format (1 Point)</li> <li>4. Minimum of 3 References (1 Point)</li> </ol> <p>(Maximum 25 points)</p>	<p>Our first activity as a group was to create a shared Google document for the group to use as a workplace. This would be my first experience working with documents in Google but the team worked together and provided the help I needed. It seems as though I have a lot to learn about some of the Web 2.0 tools. I soon discovered that Google plays a large role in many of the Web 2.0 tools. No discussion of Web-based tools is complete without looking at Google (Solomon &amp; Schrum, 2007). After creating the shared document one team member created a Google site and each member had the responsibility of updating the Team Member information with a photo and contact data. This was actually easier than I anticipated and was a great way for me to get started working with Google site tasks and developing new Web 2.0 tools. As a director I am now keenly aware of our important it is to be a role model and I should develop new technology skills to help promote growth by our staff. One our readings during this course helped me understand this experience. Every learner has experiences that influence his or her understanding of the world (Anonymous 1999).” My experience during this course was vast and very important in my role as a supporter of implementing new technology in the education environment. The team continued to work together sharing resources and talents throughout the next couple of weeks creating UDL lessons, eBooks, action plan and final plan. My UDL Lesson plan was written to address helping the teacher implement educational technology into the classroom. The lesson was also written to accommodate students with different abilities (CAST, 2010). Some of the differences in how learning occurs in technology-rich classrooms as contrasted with traditional classrooms may account for consistent findings that technology can be especially effective with at-risk and special needs students (Pitler, Hubbell, Kuhn, and Malenoski, 2007).</p> <p>My ebook included information on the importance of photography in the classroom. The action plan and final plan were completed using a team concept of everyone having input and taking individual roles to put the final pieces into place. My learning experience during all of these activities was at times over-whelming. I had never created a lesson plan before this activity and it was very much a relief to be able to use the pre-formatted UDL at the site. In addition the eBook turned out to be very fun and I felt it was very helpful for future projects. All in all,</p>
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	<p>this course was very beneficial to me on so many different levels and I learned several processes that I did not know previously.</p> <p>Solomon, G., &amp; Schrum, L. (2007). <i>Web 2.0: new tools, new schools</i>. Eugene, Or.: International Society for Technology in Education.</p> <p>Southwest Educational Development Laboratory, (1999). Learning as a personal event: A brief introduction to constructivism. Retrieved on October 4, 2009 from <a href="http://www.sedl.org/pubs/tec26/intro2c.html">http://www.sedl.org/pubs/tec26/intro2c.html</a>.</p> <p>CAST UDL Lesson Builder. (n.d.). <i>CAST UDL Lesson Builder</i>. Retrieved March 28, 2011, from <a href="http://lessonbuilder.cast.org/">http://lessonbuilder.cast.org/</a></p> <p>Pitler, H., Hubbell, E., Kuhn, M., &amp; Malenoski, K. (2007). <i>Using technology with classroom instruction that works</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p>
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